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硕 士 学 位 论 文

科普语篇的功能语篇分析

Functional Discourse Analysis of Popular Science Texts

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摘要

近年来，随着科学技术的迅猛发展，科技知识的普及使得科普语篇在人们的生活中占据越来越重要的位置，而英语科普语篇，在人们学习英语的过程中也起着不可忽视的作用。市场上的科普读物层出不穷，针对读者受众的不同，语篇的组织方式和信息分布也不尽相同。许多年来人们对于科普语篇的研究主要集中在词汇语法、认知、文体、教学等方面，系统功能语言学方面的研究甚少。本文在前人的研究成果基础上，以韩礼德的语言三大元功能为理论框架，通过对比针对英语初学者和英语高阶学习者的科普语篇，了解针对不同的读者受众该类语篇的不同特征，并试图找出这种差异的原因，以期对该类语篇的教学翻译写作等有一定的启示。

本文选取针对英语初学者以及英语高阶学习者的科普语篇各一万字左右的语料，以韩礼德的三大元功能为理论框架分别对两种语篇进行分析，在语篇的及物性和主述位方面探讨篇章的概念以及语篇意义，并通过 Martin 的评价理论，探讨语篇的人际意义，之后通过对比找出造成两种语篇差异的原因。

通过对比研究发现，就及物性而言，两种语篇中物质过程占主导地位，关系过程次之，这两种过程旨在说明事物的行为和属性。但是在针对英语初学者的语篇中，行为过程和言语过程比针对英语高阶学习者中的多，这说明第一种语篇更多涉及到人的一些行为和言语，通过与读者的交集，达到与读者交流的效果，以便读者理解。本文与之前从系统功能语言学的角度研究科普语篇的文章不同，在探索此类文章的人际意义时，打破常规，绕开韩礼德的情态和语气系统，以 Martin 的评价理论为支撑，对科普语篇的人际意义的体现做了详细的分析，并发现表示可能性的词或短语较经常出现在针对英语初学者的语篇中，这样可以给读者想象的空间，达到互动的目的。在主位分析方面，本研究发现，在针对英语初学者的科普语篇中，简单主位和非标记主位明显比较多，而在针对英语高阶学习者的语篇中，多重主位和小句主位，以及标记主位比较多，多重主位和小句主位，以及标记主位显然比简单主位和非标记主位难理解，这样针对英语高阶学习者的科普语篇的难度就能得以体现。

关键词：科普语篇 元功能 评价理论

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Abstract

With the booming development of science and technology in recent decades, the popularization of scientific knowledge becomes more and more important in people's life. Since the popular science text enables them to keep abreast of what is happening in the world of science and technology, popular science readings emerge in an endless stream. According to the type of the target reader, the text varies in discourse organization and information distribution. Over so many years, the popular science text is mainly investigated from the perspective of lexicon and grammar, cognition and stylistics, with little touch on systemic functional grammar. Therefore, this research will take Halliday's three metafunctions as the theoretical framework. Through a comparison between popular science texts for English beginners and those for advanced English learners, it aims to figure out similarities and differences between them in terms of the three metafunctions and provide some inspirations for teaching, translating and writing of popular science texts.

This study is supported by roughly 20,000 words of texts about popular science, approximately 10,000 words for English beginners and another 10,000 for advanced English learners. Within the framework of Halliday's systemic functional grammar, it will probe into popular science texts for English beginners and those for advanced learners in the aspects of transitivity and thematic structure to analyze the ideational and textual meanings. The interpersonal meaning, however, will be realized not through mood and modality system in this study, but through Martin's appraisal theory. In terms of each meaning, the two kinds of texts will be compared and possible reasons will be proposed.

Through comparative studies, several findings are brought up. With regard to transitivity, the material process plays a dominant role in both kinds of texts, followed by the relational process, which aims to demonstrate actions and attributives of the object. The behavioral process and the verbal process, on the other hand, are more in texts for English beginners than in those for advance learners, which implies those texts for

English beginners are easier to understand because they can communicate with readers to some extent. The interpersonal meaning, as mentioned above, is presented within the framework of Martin's appraisal theory. The study shows that words or phrases indicating possibility appear more frequently in those texts for English beginners, because in this way, the reader can be offered room for imagination and have interaction with the text. As far as the thematic structure is concerned, popular science texts for English beginners have much more simple themes and unmarked themes, but much less multiple themes and clausal themes, and marked themes than those for advanced English learners. Multiple themes, clausal themes and marked themes are more complicated than simple themes and unmarked themes because the former ones require more efforts to understand than the latter ones. In this way, the more difficulty of popular science texts for advanced learners is demonstrated.

Key Words: popular science texts; metafunctions; appraisal theory

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